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ABSTRACT

A three-stage model of instruction was used to coordinate the development of 13 areas of leadership instruction designed for use by high school vocational educators. Leadership literature was reviewed in order to identify the areas of leader and group member skills. A separate three-stage leadership unit and teachers' manual were developed for each leadership area. The field test consisted of a pretest-posttest, control-group design using a sample of 24 classrooms enrolling 550 vocational high school students. Formative evaluation results, based on statements obtained from field test teachers, were favorable and were used to guide revisions of the units. Summative evaluation results were gathered for the three stages of the units. Stage one results indicated that students who studied the leadership materials mastered more factual information than students in the control group. Stage two of each unit was judged successful in teaching students to apply and integrate knowledge about leadership skills. Stage three of each unit was successful in teaching students to use knowledge about leadership and to develop a personal attitude toward leadership. (CH)

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FINAL REPORT

Development of Instructional Materials For Use By Indiana Vocational Teachers In Teaching Leadership and Character Development To Youth in Indiana

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February , 1976

State Board for
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State of Indiana

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TABLE OF CONTENTS

ACKNOWLEDGMENTS i

LIST OF TABLES iii

LIST OF FIGURES iv

ABSTRACT v

INTRODUCTION 1

- Statement of Problem 1
- Three Stage Model of Instruction 1
- Priority Area 2
- Objectives 3

METHODOLOGY 3

- Developmental Procedures 3
- Sample 4
- Pilot Testing 5
- Field-Test Design 6
- Field-Test Workshop 7
- Instruments 7
- Statistical Analysis 8

RESULTS 8

- Formative Evaluation 8
- Summative Evaluation of Stage One 9
- Summative Evaluation of Stage Two 10
- Summative Evaluation of Stage Three 12
- Summary 13

CONCLUSIONS AND RECOMMENDATIONS 15

- Success of the Three Stage Model 15
- Dissemination of Project Findings 15
- Future Use and Development of Project Materials 16

REFERENCES 17

FINANCIAL STATEMENT 18

TABLES 19

FIGURES 45

APPENDICES

Appendix A: Information Sheet 51
Appendix B: Leadership Training Log 53
Appendix C: Content Mastery Test 55
Appendix D: Teacher Ratings of Student Leadership 64
Appendix E: Ideal Leader Behavior Description Questionnaire 66
Appendix F: Three Stage Leadership Units: Student Manual .
Appendix G: Three Stage Leadership Units: Teacher Manual .

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Melanie Devitt - State DECA Advisor
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Norma McKinney - OEA Advisor
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List of Tables

Table		Page
1.	Leadership Training Project Workshop Evaluation	19
2.	Formative Evaluation Results	20
3.	Stage One Content Mastery Test for Units 1,2,4, and 5 Using Class Means	28
4.	Stage One Content Mastery Test for Units 6,7,8, and 9 Using Class Means	29
5.	Stage One Content Mastery Test for Units 10,11,12, and 13 Using Class Means	30
6.	Stage One Content Mastery Test for Units 1,2,4, and 5 Using Individual Scores	31
7.	Stage One Content Mastery Test for Units 6,7,8, and 9 Using Individual Scores	32
8.	Stage One Content Mastery Test for Units 10,11,12, and 13 Using Individual Scores	33
9.	Stage Two Teacher Rating #1 Using Individual Scores	34
10.	Stage Two Teacher Rating #2 Using Individual Scores	35
11.	Stage Two Teacher Rating #3 Using Individual Scores	36
12.	Stage Two Teacher Rating #4 Using Individual Scores	37
13.	Stage Two Teacher Rating #5 Using Individual Scores	38
14.	Stage Two Self-Reported Leadership Ability Using Individual Scores	39
15.	Stage Three Results for Consideration Using Class Means	40
16.	Stage Three Results for Initiating Action Using Class Means	41
17.	Stage Three Results for Consideration Using Individual Scores	42
18.	Stage Three Results for Initiating Acting Using Individual Scores	43
19.	Summary of Summative Results	44

LIST OF FIGURES

Figure		Page
1	Procedures for Field Test (Group 1)	45
2	Procedures for Field Test (Group 2)	47
3.	Field-Test Teachers	49

ABSTRACT

TITLE: Development of Instructional Materials for Use by Indiana Vocational Teachers in Teaching Leadership and Character Development to Youth in Indiana.

Problem and Objectives. This project used the Three Stage Model of Instruction to coordinate the development of 13 units of leadership instruction designed for use by high school vocational educators. The objectives of the project were to:

1. Identify important leadership skills and character traits.
2. Categorize these skills into broad topical areas.
3. Identify existing relevant leadership materials.
4. Develop a three-stage instructional package for each topical area.
5. Develop a teacher manual for each three-stage instructional package.
6. Pilot test and revise each package.
7. Field test and revise the materials.

Methodology. Review of the leadership literature and categorization of leadership skills by the project staff and advisory committee resulted in the identification of the following thirteen important areas of leader and group member skills. 1) introduction to leadership, 2) planning and initiating, 3) parliamentary procedure, 4) developing group goals, 5) levels of leadership in a group, 6) skills of a group leader, 7) personal characteristics of a group leader, 8) skills of a group member, 9) developing group cohesiveness, 10) effective committees, 11) communication skills, 12) internal operations of a group, and 13) outcomes of leadership.

A separate three-stage leadership unit (and teacher manual) was developed for each of the thirteen leadership areas. The units were pilot tested at a two-day leadership conference involving 74 young leaders and were found to be effective.

The field test consisted of a pretest-posttest, control-group design. The field test sample consisted of 24 classrooms enrolling 550 vocational high school students. The field test procedures were explained to participating teachers at a field-test workshop.

Results. Formative evaluation results, based on statements obtained from field-test teachers, were quite favorable and were used to guide the final revision of the units.

Summative evaluation results were presented for Stages One, Two, and Three of the leadership units. Stage One results indicated that students who studied the leadership materials mastered significantly more factual information than students in the control group. Stage One of each unit was therefore successful in teaching basic information and knowledge concerning leadership skills.

Stage Two results indicated that students who participated in the small group simulations received generally higher leadership ratings from teachers than students in the control group. Stage Two of each unit was judged successful in teaching students to apply and integrate knowledge about leadership skills.

Stage Three results showed that students who studied the leadership materials viewed the ideal leader as being more considerate than students in the control group. Thus, the leadership units in general, and Stage Three of each unit in particular, were successful in teaching students to use knowledge about leadership to develop a personal attitude toward leadership.

Contribution to Vocational Education. The primary contribution of this project to vocational education has been the development and refinement of thirteen units of leadership instruction that can be used by vocational educators to develop leadership and character in youth. A second contribution is that the Three Stage Model of Instruction has been shown to be effective in the vocational education setting and therefore provides vocational educators with a model for developing other varieties of instructional materials. Finally, the project improved the leadership ability of the vocational students who participated in the field test. The planned dissemination of the leadership materials will help to improve the leadership skills of students in vocational organizations.

INTRODUCTION

Vocational youth organizations in the U.S. have consistently encouraged leadership and good citizenship in its young people. The need for increased support of vocational youth organizations was emphasized in the seventh annual report of the National Advisory Council on Vocational Education. Similarly, the State of Indiana established "leadership development activities and improved instruction" as goals for its vocational youth organizations in 1974. Pursuant to these goals, this project aimed to develop instructional materials that could be used by Indiana vocational teachers to facilitate leadership and character development in their vocational education students.

Statement of Problem. The development of effective leadership materials involves two important factors. First, the instructional materials need to teach leadership skills systematically and actively involve students in learning these skills. Second, the leadership materials must involve the teacher. If the teacher is not committed to the materials, then the materials will receive limited and ineffectual use. This project generated a unified treatment of both factors by using a plan for materials implementation to coordinate the actual development of the leadership materials. The plan for materials implementation is called the Three Stage Model of Instruction (Feldhusen, Ames, and Linden, 1974).

The Three Stage Model of Instruction. The decision to use the Three Stage Model to develop leadership instruction was based on prior successes of the model and the belief that the model is broadly applicable in educational settings at all grade levels. (Feldhusen, Ames, and Linden, 1974, p. 23).

The Three Stage Model organizes instruction into a systematic sequence. Each unit consists of three stages. In Stage One, students learn basic knowledge concerning a topic via self-paced mastery learning. In Stage Two, students work in small groups on projects designed to involve the application, analysis, synthesis, and evaluation of the basic knowledge gained in Stage One. In Stage Three, they carry out individual projects through which they internalize, synthesize and evaluate what they have learned from Stages One and Two. Thus, each unit is organized hierarchically so that students progress from low-level mastery learning in Stage One to higher-level integrative learning in Stage Three. This three-stage learning hierarchy is repeated across each unit of instruction. The advantage of using this model is that teachers spend less time "lecturing" and more time guiding the application and synthesis of knowledge, as demonstrated in their role of small-group facilitator at Stage Two. Consequently, learning becomes more meaningful for the students.

Priority Area. This project was directed to RFP #6 of the 1974-75 projects. Specifically, the outcomes of this project facilitated the attainment of Goals 2 and 3 (page 74 section 4.12, Table 3) of the FY 1974 State plan for Vocational Education in Indiana.

Objectives. The purpose of this project was to develop instructional materials that could be used to teach leadership and character development. In order to accomplish this goal, the objectives of this project were to:

1. Identify important leadership skills and character traits.
2. Categorize these skills into broad topical areas.
3. Identify existing instructional materials relevant to each topical area.
4. Develop a three-stage-learning package for each topical area.
5. Develop a teacher manual for each three-stage-learning package.
6. Pilot test each three-stage-learning package and revise where needed.
7. Formally field-test the materials, revise as needed, and report results to the State Board of Vocational & Technical Education.

METHODOLOGY

Developmental Procedures. Having decided to use the Three Stage Model to guide the development of the leadership units, the first step was to identify leadership skills and character traits important for vocational students. The literature on leadership was reviewed by searching ERIC and Psychological Abstracts, by searching library card catalogues, and by requesting leadership materials from state organizations and universities.

As a result of the review of the literature, materials related to leadership training were obtained and reviewed to identify the important skills and functions of leaders and group members. These skills and functions were then independently categorized into broad topical areas by the

project staff. The Stogdill (1974, p. 93) summary of factor analytic studies involving leadership was especially helpful in determining these broad topical areas. The advisory committee of 10 vocational teachers and youth group members also helped determine the broad topical areas. The result of this categorization process was the formulation of the following thirteen areas of leader and group member skills:

1. Introduction to Leadership
2. Planning and initiating
3. Parliamentary Procedure
4. Developing group goals
5. Levels of leadership in a group
6. Skills of a group leader
7. Personal characteristics of a group leader
8. Skills of a group member
9. Developing group cohesiveness
10. Effective committees
11. Communication skills
12. Internal operations of a group
13. Outcomes of leadership

For each of these thirteen areas of leader and group member skills, a separate "three-stage leadership unit" was developed. The steps involved in teaching a three-stage leadership unit are described in the preface to the teacher manual (see Appendix G). The reactions of the project advisory committee to the leadership units were favorable. Consequently, the staff began the pilot-testing and field-testing phases of the project.

Sample. Pilot-testing was done in two phases. First, several units were taught in 3 classrooms enrolling junior and senior high school

students. Second, most of the units were used at a two-day leadership conference with 74 youth group officers participating.

The field-test sample initially consisted of five classrooms representing each of six youth group organizations for a total of 30 classrooms. However, data from only 24 classrooms are reported here -- two teachers changed jobs during the field test, three teachers had not yet returned their posttests, and one teacher encountered vocabulary problems in teaching the material to freshman and chose not to complete the field test. Vocabulary problems were not reported by the other teachers who taught mostly junior and senior high school students. These 24 classrooms enrolled 550 junior and senior high school students. Additional characteristics of the samples are outlined in the information sheet presented as Appendix A.

Pilot Testing. Units 1, 2, and 4 were tried out in three high school classrooms to determine whether or not the Three Stage Model worked well in a vocational education setting. Reactions from teachers, students, and observers indicated that the Three-Stage Model, as implemented in the leadership units, worked well in the vocational education setting.

The second round of pilot testing involved a two-day leadership conference held at the Trafalgar youth camp near Indianapolis, Indiana. The 74 participants were divided into small groups and each participant tried out most of the 13 units. Table 1 (please note that tables are presented at the end of the report) presents the results of a 20-item evaluation of the leadership workshop. The ratings were generally very positive and evidenced the effectiveness of the leadership units. It was therefore concluded

from the pilot testing that the units were generally effective and were ready to be formally field-tested. On the basis of information gained from the pilot tests, the materials were revised somewhat in preparation for the field test.

Field-Test Design. The formal field test consisted of a pretest-posttest, control-group design. The procedures for the field test are presented as timelines in Figures 1 and 2. In order to insure the full cooperation of the control group in the study, the teachers in group two were informed that although they would serve as the control group while group one tried out the units, they would be given the opportunity to try out the units after they had administered the pretests and posttests to their classes.

The 30 teachers who participated in the field test had been recommended to us by our project monitor. After insuring the cooperation of these teachers, they were randomly assigned to the experimental and control groups as shown in Figure 3. Because of anticipated variation in the amount of previous leadership training occurring among the six youth organizations, youth organizations served as a blocking factor. Accordingly, within each organization, three teachers were randomly assigned to the experimental group, and two teachers were randomly assigned to the control group. Each experimental teacher was also randomly assigned to teach a block of 4 units -- either units 1,2,4,5, or units 6,7,8,9 or units 10,11, 12,13. (Unit 3, Parliamentary Procedure, was not field-tested formally because some organizations are not concerned with this topic.) The field test design thus insured that 12 leadership units were tested in

classrooms representing each of the following six vocational youth groups -- DECA, FFA, FHA, OEA, VICA, and ICE.

Field-Test Workshop. The field-test design and the appropriate use of the three-stage leadership units was explained to the field-test teachers at a one-day workshop at which classroom quantities of the pretests and leadership units were distributed. Teachers who could not attend the workshop were informed of the field-test procedures by mail and a telephone conversation. Although the control teachers attended the field-test workshop, they were not given classroom quantities of the units at the field-test workshop. This was done to insure that they would not use the leadership materials before administering the posttests.

Instruments. Instruments of a formative and summative nature were employed in the field test. The formative evaluation instrument consisted of the teacher log shown in Appendix B. The experimental teachers used this log to describe how they actually taught the leadership units.

Summative evaluation instruments were designed to assess components of each stage of the Three-Stage Model. First, a content mastery test (see Appendix C) measured how much knowledge was acquired at Stage One of the leadership units. Second, teacher ratings of leadership (see Appendix D) and self-reported ratings of leadership (using the same items as shown in Appendix D) were gathered as some indication of the amount of leadership skills acquired as a result of Stage Two of the leadership units. Third, responses to the Ideal Leader Behavior Description Questionnaire (see Appendix E) were gathered as an indication of the attitudinal and personal relevance effects of Stage Three of the leader-

ship units.

Statistical Analysis. Two basic types of analyses were performed. The first type of analysis treated individual classrooms as the unit of analysis. This was done because classrooms, not individual students, had been randomly assigned to the experimental and control groups.

The second type of analysis treated the individual student as the unit of analysis. One reason for doing so was that the influence of a particular classroom teacher was lessened by the fact that the instruction was individualized at Stages One and Three of each unit. The results of the two types of analyses can be expected to be very similar. Using the student as the unit of analysis is a somewhat less conservative procedure.

One-way analyses of covariance (with the control-experimental dimension as the independent variable and pretests as the covariate) were performed for the content mastery test and for the Ideal Leader Behavior Description Questionnaire. Initially, the class mean was used as the unit of analysis. Sex was introduced as an independent variable when the individual student was used as the unit of analysis. Essentially the same analyses were done for the teacher ratings of leadership and the self reports of leadership, with the exception that there were no covariates (in the form of pretests) available for these variables.

RESULTS

Formative Evaluation. The rationale for including formative evaluation in the field test was to identify ways that the leadership units could be improved. Table 2 presents the formative evaluation results for each of the units. The comments in Table 2 are verbatim statements

that the field-test teachers expressed in the logs they kept while teaching each unit. Generally, the comments are quite favorable. Any shortcomings mentioned by teachers are being corrected in the final revision of the units. Several teachers noted that it was difficult to find enough classroom time available to teach units without interruption. This indicates that it may be advisable to package the units individually, so that teachers are able to choose one unit at a time.

Whereas the formative evaluation of the field test was designed to document ways to improve the leadership units, the summative evaluation was designed to answer the question "Was the field test successful?" Summative results are presented for each of the three stages.

Summative Evaluation of Stage One. The overall goal of Stage One of each unit was to teach students factual information about leadership skills. During Stage One of each unit, students individually read materials about leadership. Thus, the appropriate test of the effectiveness of this reading was to test student recall of specific factual material using a content mastery test.

Tables 3, 4, and 5 give the summative results regarding the impact of Stage One across the 12 leadership units. The dependent variable was the class mean score on the content mastery posttest (see Appendix C). The independent variable was the control-experimental group factor, and the covariate was the content mastery pretest. Tables 3, 4, and 5 indicate that the experimental group mastered significantly more factual leadership information than the control group.

Tables 6, 7, and 8 present essentially the same analyses as those reported in Tables 3, 4, and 5, except that individual student scores were

used as the unit of analysis. The effect of sex was also introduced as an independent (or classification) variable in these tables. Tables 6, 7, and 8 reveal that the experimental group mastered significantly more factual leadership material than the control group. One would anticipate this finding, since the more conservative analyses (based on the class means as reported in Tables 3, 4, and 5) also indicated a significant effect due to studying the leadership materials. There were no significant interactions at Stage One.

Concerning the role of sex, Tables 6, 7, and 8 indicate that female students knew significantly more factual leadership material than male students for units 10, 11, 12, and 13. This was true regardless of whether males or females were in the experimental or control groups. There was no significant sex effect for units one to nine. The significant effect due to sex for units 10, 11, 12, and 13 probably reflects greater reading skill on the part of female students. It does not seem to be tied to the leadership materials, since there was no interaction of sex with the experimental-control group factor.

From Tables 3 through 8, it was concluded that the 12 leadership units were effective at Stage One because students who studied the materials (the experimental group) mastered significantly more factual leadership information than students who did not study the materials (the control group).

Summative Evaluation of Stage Two. The overall instructional goal for Stage Two of each unit was to teach students to apply, analyze, and evaluate the leadership knowledge they had learned in Stage One of each unit. During Stage Two of each unit, students were involved in small group

simulations or work projects. Hence the appropriate test of the effectiveness of this type of learning was to obtain ratings of student leadership. Leadership ratings were therefore obtained from the teachers, and the students themselves were asked to describe their leadership performance. Project limitations of time and budget precluded the use of peer ratings or observational techniques.

Tables 9 through 14 present the summative results concerning the impact of Stage Two across the 12 leadership units. The dependent variable for Tables 9 through 13 was the teacher's rating of student leadership (see Appendix D). The independent variables were sex and the experimental-control group factor.

The major finding revealed in Tables 9 through 13 was that students in the experimental group generally received higher leadership ratings that students in the control group. The experimental group scored significantly ($p = .001$) higher than the control group for the leadership rating item reported in Table 10 (This student is good at initiating or starting a group activity.). The experimental group also scored higher ($p = .10$) than the control group for the leadership rating reported in Table 9 (When this student suggests an idea, the other class members usually agree.) and in Table 11 (This student is a class leader.). However, the control group scored significantly ($p = .05$) higher than the experimental group for the leadership rating reported in Table 12 (This student likes to choose members for a team.). There were no significant differences for the leadership rating reported in Table 13 (This student likes to be the spokesman for a group.). There were no significant interactions and no significant effects due to sex.

Thus, Tables 9 through 13 indicate that students in the experimental group were rated higher than the control group on three of the five leadership items.

Results for student self-reported leadership are shown in Table 14. The dependent variable in Table 14 was the sum of student self-reported ratings for the same five items that are shown in Appendix D. Table 14 indicates that there were no significant main effects due to sex and the experimental-group factor.

On the basis of the teachers' ratings of student leadership, it was concluded that the 12 leadership units were effective at Stage Two because students who participated in the small group simulations (the experimental group) received generally higher ratings of their leadership ability than students in the control group. It was therefore concluded that the overall instructional goal of Stage Two of the units had been accomplished because the teacher ratings of leadership were evidence that students had learned to apply the leadership knowledge they had learned in Stage One of each unit.

Summative Evaluation of Stage Three. Tables 15 through 18 present the summative results regarding the impact of Stage Three across the 12 leadership units. The dependent variables involved in these tables are two scales from the Ideal Leader Behavior Description Questionnaire. The scales are called consideration and initiating action. Consideration refers to a person-oriented ideal leader, whereas initiating action reflects a task-oriented ideal leader. These scales were selected to measure the attitudinal effects produced by Stage Three of the leadership units.

Tables 15 and 17 indicate that the experimental group scored significantly higher on consideration than the control group, using class means and individual scores respectively. On the other hand, Tables 16 and 18 show that there were no significant differences between the experimental and control groups on initiating action, regardless of the unit of analysis. Thus the effect of Stage Three was to make students who studied the units view a considerate (or person-oriented) leader as ideal. This would be expected, since several of the individual projects in Stage Three of the units related to interpersonal aspects of leadership. The impact of the social interaction occurring in Stage Two of each unit probably also contributed to the significant effect involving consideration.

Summary. The summative evaluation findings for Stages One, Two, and Three are summarized in Table 19. Table 19 shows where significant effects occurred in Tables 3 through 18.

For Stage One, Table 19 shows that students who studied the leadership materials mastered significantly more factual information than students in the control group. This was true for all leadership units, regardless of whether the class mean or the individual student score was the unit of analysis. Thus, Stage One of each unit was successful in accomplishing its goal -- the teaching of basic information and knowledge concerning leadership skills.

For Stage Two, Table 19 shows that students who participated in the small group simulations received generally higher ratings of leadership than students in the control group. There was no significant difference between the experimental and control groups with respect to self-reported leadership ability. Stage Two of each unit was judged successful in achieving its instructional goal -- teaching students to apply and integrate

the leadership knowledge obtained at Stage One.

For Stage Three, Table 19 shows that students who studied the leadership materials viewed the ideal leader as being more considerate than did students in the control group. Students in the experimental and control groups did not differ significantly in their attitudes concerning the importance of initiating action as a characteristic of the ideal leader. Thus, Stage Three of each unit was successful in accomplishing its goal -- relating leadership knowledge and skills to personal attitudes concerning leadership.

On the basis of the results for Stages One, Two, and Three of each unit, it was concluded that the leadership units were successful. Students learned basic knowledge of leadership skills, they applied this knowledge about leadership in small group projects, and they developed personal relevance for leadership in their lives via individual projects. The reactions of the field test teachers also documented the general success of the three-stage leadership units and provided suggestions for improving the materials. The suggestions of the field-test teachers are being incorporated into the final revision of the three-stage leadership units.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of this project, the following conclusions are justified:

1. The project objectives (listed on page 3) were accomplished.
2. The three-stage leadership units were effective in teaching basic knowledge about leadership skills.
3. The three-stage leadership units were effective in structuring the application of leadership skills.
4. The three-stage leadership units were effective in assisting students to form attitudes and personal relevance toward leadership skills.
5. The three-stage leadership units can be used effectively by such vocational youth organizations as DECA, FFA, OEA, VICA, and ICE.

Success of the Three-Stage Model. The results of this project suggest that the Three-Stage Model may be ideally suited to vocational education. This is because Stage Two of the model structures the application of knowledge concerning a topic and because so much of vocational education is concerned with the application of knowledge and skills. It is therefore likely that the Three-Stage Model can be used with success in other areas of vocational education.

Dissemination of Project Findings. The project staff has initiated efforts to disseminate the project findings. One avenue is through the professional literature. A paper has been presented at a professional meeting by Howell and Richardson (1975) and an article has been accepted for publication (Richardson, Howell, & Hynes, 1975). Two additional papers have been accepted for presentation at professional meetings, and another article (Feldhusen, Hynes & Richardson) has been submitted

for possible publication. All of the writings acknowledge the support and assistance of the Indiana State Board of Vocational & Technical Education.

A second means of disseminating project findings will be through the duplication and distribution of the units by the Indiana State University Curriculum Materials Laboratory.

Future Use and Development of Project Materials. The project was fortunate in receiving funding for follow-up developmental activities. The purpose of the follow-up project is to systematically develop audio-visual materials to increase the effectiveness of the leadership units. Several of the field-test teachers, as well as members of our advisory committee, suggested that the leadership materials would be more effective if supplemented with audio-visual materials.

Finally, the following three recommendations are made concerning the future use of the three-stage leadership units:

1. It is suggested that the units be "packaged" individually so that teachers can pick and choose units easily. In this way, it will be easier for teachers to schedule sufficient time for the teaching of one or two units at a time, without interruption.

2. Dissemination of the three-stage leadership units should be supplemented by workshops demonstrating how to use the units. Several workshops are planned as part of the follow-up project, and it would be advantageous to disseminate copies of the materials at these meetings.

3. Additional uses of the Three Stage Model of Instruction in the area of vocational education should be investigated. One of the investigators, for example, plans to use the leadership units to supplement a college course for future youth group advisors.

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Project Publications

Feldhusen, J. F., Hynes, K., & Richardson, W.B. A three-stage approach to leadership development. Article submitted for publication, 1975.

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Richardson, W. B., Howell, D. L., & Hynes, K. Development of instructional materials for use by Indiana vocational teachers in teaching leadership and character development to youth in Indiana. Journal of the American Association of Teacher Educators in Agriculture. In Press.

FINAL EXPENDITURE REPORT

	Budgeted	Expended	Balance
Personnel	$6968	6435.43	+532.57
Contractual Services			
Secretarial	1400	850.35	+549.65
Computer	-0-	250	-250.00
Fringe Benefits	1256	1246.14	+ 9.86
Travel	400	478.81	- 78.81
Supplies	700	920.18	-220.18
Communications	450	235.59	+214.41
Project Production	600	1546.77	-946.77
Project Evaluation	200	90.71	+109.29
Totals	$11,974	$12,053.81	(- 79.98)
Ending Balance		(-79.98)	
Total	11,974	11,973.25	

Table 1

LEADERSHIP TRAINING PROJECT WORKSHOP EVALUATION

In order to determine the effectiveness of this leadership workshop, we'd like you to answer a few questions. Respond to each question by marking your answer card as follows:

5 = A = Strongly agree
4 = B = Agree
3 = C = No opinion or Uncertain
2 = D = Disagree
1 = E = Strongly disagree

		Mean rating*
1.	The group exercises are based upon realistic situations.	4.3
2.	The group exercises provided for a realistic learning experience.	4.5
3.	The group exercises were clear and easily understood.	3.7
4	Workshop participants showed a high degree of interest in the group exercises.	4.2
5.	The group exercises were dominated by the workshop instructional team.	1.7
6.	Participants were actively involved in the groups' exercise.	4.4
7.	As a participant, I would recommend that these materials be used in future leadership workshops.	4.6
8.	The workshop instructional team was courteous and well-poised.	4.6
9.	The workshop instructional team was enthusiastic.	4.2
10.	The workshop instructional team demonstrated that they had mastered the group exercises.	3.9
11.	The workshop team was adequately prepared.	4.5
12.	The workshop team was organized.	4.4
13.	The workshop team handled unanticipated situations well.	4.0
14.	The instructions for the group exercises were clear.	3.3
15.	The workshop team encouraged active participation.	4.5
16.	There was sufficient time to examine the materials.	3.0
17.	There should have been more opportunity to ask questions.	2.4
18.	The presentations by the leader were too long.	2.0
19.	The workshop achieved the goals it set out to achieve.	4.1
20.	I learned a lot about leadership as a result of the workshop.	4.6

*Ratings were gathered from 74 workshop participants.

Table 2

FORMATIVE EVALUATION RESULTS

UNIT 1 - INTRODUCTION TO LEADERSHIP

One teacher noted the following...

I. Parts of unit used (example SIG, GIG, PIP):

All of them - this unit was especially helpful. Even though we had elected officers in the beginning of the year. I had every student in the room give a campaign speech for a particular office. I learned from them as there were some I did not expect to come thru as they did.

II. Extra references used by students:

I had the students tell what kind of leader their boss was - giving specific examples to back up why they said what they did - having them observe their boss very carefully during this period.

III. Materials most useful:

All of the units - I had students evaluate themselves and determine areas in their life where they had been leaders.

IV. Weak points:

None that I could see. I plan to use this very plan as a teaching aid next year when we have class elections.

Another teacher said the following...

III. Materials most useful:

GIG Mock Class Elections

IV. Weak points:

Not enough time to cover this unit in a machine shop class

UNIT 2 - PLANNING AND INITIATING

One teacher said the following:

I. Parts of unit used (example SIG, GIG, PIP):

All of them - This unit fell at a perfect time because they got a lot of actual experience planning their homecoming car, etc. It made them more aware of how it is when students don't follow through their plans.

II. Extra references used by students:

None except what we were working with - on the name game I did not use the name as the directions suggested because they knew one another. I had each student tell 2 things about himself & each student had to repeat each and add to the others down the line. I had 2 groups & one observed while the other was trying to remember each item about a person down the line.

III. Materials most useful:

The students had stationery orders to deliver & collect. They related their planning & initiating to what they were doing in their sales projects. They soon found out that plans have to be altered & adjusted at times - as was the case with our Purdue Project when we had to delay it.

IV. Weak points:

We had so many interruptions during this unit we had stationery deliveries 3 days in a row which had to be taken care of. The time used up for collecting money and working with our sales projects cut down on time each day for the testing therefore I had to go a two week period to get it covered. We also had Homecoming during this time and students had to use some time for car decorations.

Another teacher said the following:

III. Materials most useful:

Mock Meeting and Name Game

IV. Weak points: None

UNIT 4 - DEVELOPING GROUP GOALS

One teacher said that...

III. Materials most useful:

The NASA exercise caused some thinking by the group & they could see how important it was to reach a decision they all could live by later.

IV. Weak points:

During this unit we had our DECA Initiation 10/8/75 banquet which took time for planning. We also had a youth conference scheduled as Hagerstown 10/14/75. On 10/15/75 we had district officers election. With all these activities it made more interruptions while trying to cover the unit.

Another teacher said...

III. Materials most useful:

Planning Club Activities

NASA Exercise

IV. Weak points:

Not enough time for a Machine shop program to justify 1hr a day for 4 weeks.

UNIT 5 - LEVELS OF LEADERSHIP IN A GROUP

One teacher stated the following...

III. Materials most useful:

The Africa Enterprise was good. I could tell how close the students were reading. They did quite well at figuring this one out.

IV. Weak points:

During this unit we had 2 days off for teacher conference days plus one day that I left for Mexico City for Pan American games. Another day our District president wanted to speak to the class which took the whole period. I feel that I did not give it the proper time. When we worked on it everything was swell, but trying to get thru the 4 units with all the interruptions I had and trying to not go any more than I had to off your time schedule it really did not give me much time.

The project is too good to rush thru. It would have been impossible to cover 4 units in 4 weeks and do it justice even without interruptions.

UNIT 6 - SKILLS OF A GROUP LEADER

One teacher said...

III. Materials most useful:

Leader skills (Basic Information Summary)

IV. Weak points:

Poor print--not fault of info itself

I believe teacher could substitute a better subject to brainstorm.

Another teacher said...

Unit required approximately $2\frac{1}{2}$ hours class time

III. Materials most useful:

Small group material.

IV. Weak points:

Too much material to read. Class discussion of material AV presentations, etc., would be most helpful in helping students learn.

Another teacher explained that the class...

Completed SIG and passed out pages on Leadership Skills. Discussed SIG materials and gave mastery Quiz - Av. 3.55 out of 4. Changed the Brainstorming topic to "How could our chapter Achievement Point System be improved?" Followed remainder of GIG procedure and added a discussion question to No. 7 page VI - 6 "How does your ability to generate ideas in a small group compare with your ability to generate ideas in a large group? Would you feel more or less inhibited?" On the PIP part, instead of writing it out on a half a sheet of paper, we discussed it as a class.

Another teacher noted that...

III. Materials most useful:

GIG -- Brainstorming activity

IV. Weak points:

Students would try to get by without doing the required reading. It did not hold their attention especially the SIG exercises.

Students could answer the Mastery Quiz but still not be able to recall what they were supposed to learn from the unit.

UNIT 7 - PERSONAL CHARACTERISTICS OF A GROUP LEADER

One teacher said...

IV. Weak points:

None, second most enjoyed unit.

Another teacher said...

III. Materials most useful:

Small group material.

IV. Weak points:

Again - too much material to read.

Another teacher noted...

IV. Weak points:

Students pointed out that the left margin in the booklet is not wide enough - part of the material is folded under and it

is impossible to read unclear booklet if taken apart (and that can be dangerous - they may misplace some pages)

Still another teacher noted...

III. Materials most useful:

Case Studies were very helpful.

IV. Weak points:

Believe some filmstrips or tapes might be helpful

Another teacher noted...

IV. Weak points:

Several typographical errors, especially "Qualities of Leadership" reading (line no. 11)

UNIT 8 - SKILLS OF A GROUP MEMBER

One teacher said...

IV. Weak points:

Students hesitant to nominate for leadership roles. I had to assure them that I would not allow others to see what they wrote down before they would "let loose". Therefore, I could not put nominations on the board.

Another teacher noted...

IV. Weak points:

Names of categories on role nominations form are different from names in the Group Leadership Skills Handout.

Another teacher noted...

IV. Weak points:

Mastery quiz too short.

UNIT 9 - DEVELOPING GROUP COHESIVENESS

One teacher noted...

IV. Weak points:

None, most interesting unit to students.

PIP left a little to be desired, the students were not quite sure just what they were to write and found this very dull.

Another teacher said the opposite...

IV. Weak points:

Students didn't really get interested, altho, on reading the PIP's - I felt they were getting something out of it.

Still another teacher said...

III. Materials most useful:

Felt the group activities were most beneficial not only in helping students learn to work together and be a good group member but also to get to know one another.

And another teacher said...

III. Materials most useful:

The students seemed to enjoy the activities in this unit.

UNIT 10 - EFFECTIVE COMMITTEES

One teacher said...

III. Materials most useful:

They did an outstanding job with the GIG and BIS section of this unit. Worthwhile projects that they can use in the future came forth. Excellent opportunity for the students.

IV. Weak points:

The PIP section did not interest them. Perhaps a better & more interesting topic could have been chosen. It is hard to get motivated when homework is involved.

Another teacher said...

I. Parts of unit used (example SIG, GIG, PIP):

SIG - used entire instructional activities suggested and gave quizes and followed the suggestions prepared in the BIS hand outs incorporated in class work.

GIG - HERO members actually followed the objectives in establishing the 1975-76 program of work, since we were just organizing the clubs activities.

PIP - the instructional activities were concerned with the HERO projects-both encounter and impact. Each class member developed an individualized project. An example of one class member's project to be carried to completion, is Franklin High School's Retirement Luncheon honoring the teacher's who have retired since the new building was constructed.

IV. Weak points

Attempted to teach too much in too short a time. Since I felt the need for incorporating HERO activities with the field testing project, we really worked very hard to accomplish the Chapter's goals.

UNIT 11 - COMMUNICATION SKILLS

One teacher said...

Split class into 2 groups & play Echo game. Teacher served as an observer & did not take part in the game. Students seemed to enjoy the game & they seemed much more alert to what people were saying than they have been.

Another teacher said...

IV. Weak points:

PIP was the most difficult to coordinate so that it would be realistic. #2 in the Instructional Activities of PIP was also difficult to get them interested in doing this section since it related to family

Another teacher noted...

IV. Weak points:

They became too involved and wanted to spend too many class hours on this unit. Students mostly appreciated the extra activities and applied learning to work situations.

UNIT 12 - INTERNAL OPERATIONS OF A GROUP

Teachers tended to disagree in their comments about this unit.

One teacher said...

III. Materials most useful:

They enjoyed the role playing and could "really get into it."

But another teacher said...

IV. Weak points:

Hidden agendas BIS did not work well either the HERO group. The students had not had experience in role playing and were very unsecure, therefore, the Hidden Agendas II rankings were poor.

UNIT 13 - OUTCOMES OF LEADERSHIP

One teacher commented that...

HERO members were concerned with the amount of time devoted to this field test. Since they are all employed and some of the class members are interested in management they really became involved.

Due to the fact the students wanted to do so many activities in lieu of the HERO club a lapse of time was necessary before we could progress to the next unit.

This project proved an incentive for the HERO club to develop a program of work. Establish early in the semester the projects for the year, determine realistic goals and set priorities for individual activities of the members.

Finally, one teacher suggested...

Presentation of material should be with methods other than reading.

Maintain at least the same number of group activities or add more.

Table 3

Stage One Content Mastery Posttest
For Units 1, 2, 4, and 5 Using Class Means

Source	df	MS	F	Significance
Covariate				
Mastery Pretest	1	18.59	12.77	.01
Main Effect				
Experimental vs. Control	1	42.73	29.35	.001
Residual	10	1.46		
Total	12	6.32		

Table 4

Stage One Content Mastery Posttest
For Units 6, 7, 8, 9 Using Class Means

Source	df	MS	F	Significance
Covariate				
Mastery Pretest	1	100.82	98.76	.001
Main Effect				
Experimental vs. Control	1	6.45	6.32	.05
Residual	12	1.02		
Total	14	8.54		

Table 5

Stage One Content Mastery Posttest
For Units 10, 11, 12, and 13 Using Class Means

Source	df	MS	F	Significance
Covariate				
Mastery Pretest	1	36.88	15.84	.01
Main Effect				
Experimental vs. Control	1	52.99	22.76	.001
Residual	11	2.33		
Total	13	8.88		

Table 6

Stage One Content Mastery Posttest
For Units 1, 2, 4, and 5 Using Individual Scores

Source	df	MS	F	Significance
Covariate				
Mastery Pretest	1	637.06	77.96	.001
Main Effects				
Experimental vs. Control	1	958.05	117.25	.001
Respondent Sex	1	17.96	2.20	N.S.
Interaction	1	2.85	.35	N.S.
Residual	206	8.17		
Total	210	15.65		

Table 7

Stage One Content Mastery Posttest
For Units 6, 7, 8, and 9 Using Individual Scores

Source	df	MS	F	Significance
Covariate				
Mastery Pretest	1	1793.47	261.06	.001
Main Effects				
Experimental vs. Control	1	356.43	51.88	.001
Respondent Sex	1	13.22	1.92	N.S.
Interaction	1	2.06	.30	N.S.
Residual	250	6.87		
Total	254	15.24		

Table 8

Stage One Content Mastery Posttest
For Units 10, 11, 12, and 13 Using Individual Scores

Source	df	MS	F	Significance
Covariate				
Mastery Pretest	1	1030.13	131.57	.001
Main Effects				
Experimental vs. Control	1	1104.85	141.11	.001
Respondent Sex	1	60.69	7.75	.01
Interaction	1	5.24	.67	N.S.
Residual	215	7.83		
Total	219	17.47		

Table 9

Stage Two Teacher Rating #1 Using Individual Score[1]

Source	df	MS	F	Significance
Main Effects				
Experimental vs. Control	1	16.92	3.47	.10
Male vs. Female	1	6.79	1.39	N.S.
Interaction	1	.18	.04	N.S.
Residual	466	4.88		
Total	469	4.89		

1. Rating Item: When this student suggests an idea, the other class members usually agree.

Table 10

Stage Two Teacher Rating #2 Using Individual Scores[1]

Source	df	MS	F	Significance
Main Effects				
Experimental vs. Control	1	97.39	20.15	.001
Male vs. Female	1	12.83	2.66	.10
Interaction	1	.55	.11	N.S.
Residual	466	4.83		
Total	469	5.01		

[1]Rating Item: This student is good at initiating or starting a group activity.

Table 11

Stage Two Teacher Rating #3 Using Individual Scores[1]

Source	df	MS	F	Significance
Main Effects				
Experimental vs. Control	1	9.71	2.50	.10
Male vs. Female	1	.53	.14	N.S.
Interaction	1	.51	.13	N.S.
Residual	466	3.88		
Total	469	3.88		

[1]Rating Item: This student is a class leader.

Table 12

Stage Two Teacher Rating #4 Using Individual Score[1]

Source	df	MS	F	Significance
Main Effects				
Experimental vs. Control	1	21.64	4.67	.05
Male vs. Female	1	2.82	.61	N.S.
Interaction	1	1.74	.38	N.S.
Residual	466	4.64		
Total	469	4.66		

[1]Rating Item: Thir student likes to choose members for a team.

Table 13

Stage Two Teacher Rating #5 Using Individual Score[1]

Source	df	MS	F	Significance
Main Effects				
Experimental vs. Control	1	.45	.09	N.S.
Male vs. Female	1	1.40	.28	N.S.
Interaction	1	.01	.002	N.S.
Residual	466	4.94		
Total	469	4.92		

[1]Rating Item: This student likes to be the spokesman for the group.

Table 14

Stage Two Self-Reported Leadership Ability
Using Individual Scores

Source	df	MS	F	Significance
Main Effects				
Experimental vs. Control	1	3.08	1.67	N.S.
Male vs. Female	1	1.95	1.06	N.S.
Interaction	1	1.75	.95	N.S.
Residual	463	1.84		
Total	466	1.85		

Table 15

Stage Three Results for Consideration Posttest
Using Class Means

Source	df	MS	F	Significance
Covariate				
Consideration Pretest	1	31.63	16.20	.001
Main Effect				
Experimental vs Control	1	31.61	16.19	.001
Residual	18	1.95		
Total	20	4.92		

Table 16

Stage Three Results for Initiating Action Posttest
Using Class Means

Source	df	MS	F	Significance
Covariate				
Initiating Action Pretest	1	21.45	9.13	.01
Main Effect				
Experimental vs. Control	1	3.37	1.43	N.S.
Residual	18	2.35		
Total	20	3.36		

Table 17

Stage Three Results for Consideration Posttest
Using Individual Scores

Source	df	MS	F	Significance
Covariate				
Consideration Pretest	1	4641.52	164.88	.001
Main Effect				
Experimental vs. Control	1	621.42	21.97	.001
Male vs. Female	1	77.66	2.75	.10
Interaction	1	35.11	1.24	N.S.
Residual	388	28.29		
Total	392	41.55		

Table 18

Stage Three Results for Initiating Action Posttest
Using Individual Scores

Source	df	MS	F	Significance
Covariate				
Initiating Action Pretest	1	5744.25	160.19	.001
Main Effects				
Experimental vs Control	1	74.01	2.06	N.S.
Male vs. Female	1	11.20	.31	N.S.
Interaction	1	.01	.00	N.S.
Residual	390	35.86		
Total	394	50.33		

Table 19

Summary of Summative Results

	Class as Unit	Individual as Unit
Stage One		
Units 1, 2, 4, 5	***	***
Units 6, 7, 8, 9	*	***
Units 10, 11, 12, 13	***	***
Stage Two		
Teacher Ratings		
Persuasiveness	--	p = .10
Initiating Group Activity	--	***
Class Leader	--	p = .10
Choosing Team Members	--	*
Spokesman for Group	--	NS
Student Self Report	--	NS
Stage Three		
Consideration	***	***
Initiating Action	NS	NS

NS Not significant
* Significant at p = .05
** Significant at p = .01
*** Significant at p = .001
-- Not calculated

PROCEDURES FOR FIELD TEST (GROUP 1)

September 15	Sept. 16 - Oct. 9 *	October 10 *
Administer the two pretests to your class.	Teach your four units to your class. Remember to keep daily log of how materials were used.	Administer posttests to your class and mail the pretests, daily logs, and posttests to us in stamped envelopes we will provide.

* These dates are approximate. It is alright if you begin (or finish) a week earlier or later.

Figure One

PROCEDURES FOR FIELD-TEST (Group 2)

September 15th *	September 16 - October 9	October 10	October 13 - Nov. 6 **
Administer the two pretests to your class.	Keep daily log of any leadership instruction you may happen to provide your class.	Administer posttests to your class. Mail the daily logs, pretests, and posttests to us in the postage-paid envelopes we will provide.	If you so desire, you can teach four units to your class. Remember to keep daily log of how materials were used.

* The dates listed above are meant as approximate guidelines. It is alright if you begin (or finish) a week earlier or later.

** This aspect of the study is voluntary because some teachers can participate only if they are not required to teach the units. Please advise us as soon as possible if you wish to tryout the units.

Figure 2

Figure 3

FIELD-TEST TEACHERS

		Group	Units
DECA	Fred Matix	1	10 to 13
	Anita Schultz	2	- - -
	Philip Myers	2	- - -
	Beth Clark	1	6 to 9
	Sue Parkinson	1	1 to 5
FFA	Bill Davis	2	- - -
	John Rodgers	1	1 to 5
	Ron Hefty	2	- - -
	Ned Stump/Ed Hollis	1	6 to 9
	*Dale Butcher	1	10 to 13
FHA	Betty Voland	1	10 to 13
	Nancy Bolin	1	1 to 15
	*Joanna Smith	2	- - -
	Nancy Clem	2	- - -
	Betty Phillips	2	- - -
	Sally Carithers	1	6 to 9
OEA	*Norma McKinney	1	1 to 5
	Roberta Patmore	1	6 to 9
	Jerry Mills	2	- - -
	Ann Cummins	2	- - -
	Maridee Cutter	1	10 to 13
VICA	Richard Sadenwater	1	6 to 9
	Paul Meyer	2	- - -
	Vic Doty	1	1 to 5
	Tom Pantos	1	10 to 13
	Philip Burket	2	- - -
ICE	Ish Smith	1	1 to 5
	Bill Ringo	1	10 to 13
	Bob Humphrey	1	6 to 9
	Tom Johnson	2	- - -
	Max Chambers	2	- - -

*refers to Advisory Committee member

Appendix A

INFORMATION SHEET

A. Kind of Project: (check one)

1 ___	Experimental	4 ___	Demonstration
2 ✓	Developmental	5 ___	Evaluative
3 ___	Pilot	6 ___	Exemplary

B. Population

TYPE		Numbers
A	Disadvantaged	A ___
B	Handicapped	B ___
C	Migrant	C ___
D	Minority	D ___
E	Combination of the above	E ___
F	Other Vocational Youth Groups	F ✓

GROUP		
1	Pre-school	1 ___
2	Elementary	2 ___
3	Junior High School	3 ___
4	Middle School	4 ___
5	Senior High School	5 ✓
6	Post Secondary	6 ___
7	Adult	7 ___
8	University	8 ___
9	Employer	9 ___
10	Employee	10 ___
11	Citizens	11 ___
12	Parents	12 ___
13	Combination of the above ___	13 ___

LOCALITY (check the one which encompasses the locality involved)

a	National	a ___
b	State	b ✓
c	Region	c ___
d	District	d ___
e	County	e ___
f	Area	f ___
g	Community	g ___
h	School Corporation (LEA)	h ___

Appendix B

LEADERSHIP TRAINING LOG

School _____

Week of _____

Unit _____

I Parts of unit used (example SIG, GIG, PIP):

II Extra references used by students:

III Materials most useful:

IV Weak points:

APPENDIX C

CONTENT MASTERY TEST

1. Leadership as personality means that the leader is
   A. Good at pep talks
   B. Confident, humorous, and popular
   C. Pater familias
   D. The one to get things going

2. Leadership as a form of persuasion means that the leader is
   A. Able to get lots of laughs
   B. Very active
   C. Able to convince and inspire
   D. Able to plan work

3. Leadership as a power relation means that the leader is able to
   A. Change opinions
   B. Plan ahead
   C. Interact well
   D. Use authority

4. Leadership as initiating action and maintaining structure means that the leader is able to
   A. Keep the group working
   B. Keep the group happy
   C. Tell the group what to do
   D. Inspire the group

5. The "personal-situational" explanation of leadership says that the
   A. Personality of the leader determines the situation
   B. Situation determines the personality of the leader
   C. Both leader personality and the situation are important
   D. Neither leader personality nor the situation are important

6. Autocratic leadership means that the leader
   A. Allows the group to decide issues
   B. Dictates how to do things
   C. Persuades how to do things
   D. Seeks input from the group

7. The person responsible for the agenda is the
   A. Recording secretary
   B. Committee chairman
   C. Parliamentarian
   D. President

8. The committee responsible for raising funds for an organization is the
   A. Service committee
   B. Treasurer's committee
   C. Ways and means committee
   D. Social and recreational committee

9. A standing committee is one which
   A. Meets to discuss the "stands" the organization will take on certain issues
   B. Functions through the year
   C. Functions through the first two months
   D. None of the above

10. Which of the following elements of an agenda is in the correct sequence?
   A. Previous minutes, unfinished business, standing committee reports
   B. Unfinished business, new business, standing committee reports
   C. Special committee reports, unfinished business, new business

11. Begin planning a program of work by
   A. Reviewing last year's program of work
   B. Discussing present needs of the chapter and community
   C. Exploring other chapter's programs of work
   D. All of the above

12. A motion which takes precedence over the pending question and all other items of business is
   A. Incidental
   B. Main
   C. Privileged
   D. Main motion

13. The first detailed set of parliamentary rules and regulations were developed by
   A. Henry Roberts
   B. John Henry
   C. Robert Henry

14. In making a motion, a member obtains the floor and introduces the proposal by using the words
   A. I make a motion that ...
   B. I move the motion that...
   C. I have an idea that ...
   D. I move that...

15. Which one of the following priniciples is not an important principle of parliamentary procedure?
   A. A definite and logical order of precedence governs the introduction and disposal of all motions
   B. Must have a properly equipped meeting room to hold a meeting
   C. Parliamentary rules exist to help the orderly transaction of business and to promote cooperation and harmony
   D. The members may delegate duties and authority, but do retain the right to final decision.

16. A main motion is a motion to bring before a group any particular subject for the groups decision. A main motion has what rank precedence
A. 2
B. 1
C. 3
D. 4

17. A subsidiary motion is applied to other motions for the purpose of disposing of the motions. By means of subsidiary motions, the original motion may be modified, postponed or referred to committee. Which motion can a subsidiary motion apply to?
A. Subsidiary
B. Privileged
C. Main
D. Incidental

18. Which of the following is not a step in clarifying a value?
A. Self-examination on your part
B. Consistency in your values
C. Inconsistency in your values
D. Aware of values of others

19. A value can be best described as
A. A fact
B. A stable belief
C. An idea
D. A price

20. Which of the following statements involves a value?
A. The sun also rises
B. Columbus Discovered America
C. Haste makes waste
D. Washington was the first president

21. Identify which of the following is a step in clarifying a goal
A. Write down the goal
B. Achieve the goal
C. Repeat the goal
D. Make the goal a value

22. Which of the following is not part of an ABCD objective?
A. Actors
B. Behavior
C. Cause
D. Degree

23. What step is less important for short-term plans, but very important for long-term plans?
A. Identifying tasks to be accomplished
B. Organizing tasks sequentially
C. Setting dates for task accomplishment
D. Readjusting dates for task accomplishment

24. The leader and officers of a group can best improve their communication by
    A. Meeting prior to the group meeting
    B. Encouraging team work among the members
    C. Not disagreeing with one another
    D. Not listening to one another

25. Member-member team work refers to
    A. Communication between officers and members
    B. A group without a leader
    C. A non-essential aspect of leadership
    D. Effective communication and cooperation among members

26. Which of the following is an example of a leadership chain?
    A. Succession of presidents
    B. Leaders and followers
    C. The Armed Forces
    D. A class of students

27. The important aspect of a leadership chain is that
    A. Members are prisoners to the leadership chain
    B. The chain is only as strong as its weakest link
    C. A chain is necessary only in a weak group

28. The term leadership chain refers to
    A. A leader dominating a group
    B. Ineffective communication among the group members
    C. Leader-officer, officer-member, and member-member teamwork

29. A discussion leader should
    A. Avoid asking questions
    B. Let the group organize itself
    C. Keep the discussion moving
    D. Dominate the discussion

30. A group that knows a problem exists should <u>first</u>
    A. Sense that the problem exists
    B. Define the problem
    C. Guess causes
    D. Decide on a solution to the problem

31. If a leader asks a speaker (who has not been recognized according to the rules of parliamentary procedure) to be silent, that leader is
    A. Promoting freedom of speech
    B. Being unfair
    C. Disobeying the majority decision
    D. Preventing an individual from developing

32. As a decision maker, you must
    A. Not evaluate your decision
    B. Choose and implement a course of action
    C. Not think of alternative courses of action
    D. Act hastily

33. Leaders who are not anxious worriers tend to be
    A. Self confident
    B. Well adjusted
    C. Dominant
    D. Conservative

34. A non-directive army officer should perhaps be more
    A. Sensitive
    B. Extraverted
    C. Dominant
    D. Conservative

35. A leader who is too talkative should perhaps be less
    A. Self confident
    B. Well adjusted
    C. Sensitive
    D. Extraverted

36. If a group does not want to be dominated, then the leader should become less
    A. Introverted
    B. Self-confident
    C. Sensitive
    D. Dominant

37. Leaders who see members as individuals possess
    A. Interpersonal sensitivity
    B. Dominance
    C. Introversion
    D. Extroversion

38. A mature group member is
    A. Sensitive to their own needs
    B. Insensitive to other member's needs
    C. Insensitive to group needs
    D. All of the above

39. A group member is exercising his/her decision making role by
    A. Voicing opinion
    B. Deciding not to participate
    C. Not voting
    D. Avoid discussion

40. Communication skill involves
    A. Speaking
    B. Writing
    C. Non-verbal behavior
    D. All of the above

41. T F Competition within groups can help develop cohesiveness between each group

42. Group cohesiveness means
    A. Acting alike
    B. Thinking alike
    C. Cooperating
    D. Competing

43. A skillful mediator
    A. Stays out of fights
    B. Resolves conflicts
    C. Disrupts group cohesiveness
    D. Tells the group what to do

44. Lack of member participation can sometimes by solved by
    A. Avoiding the gatekeeper and information-seeker roles
    B. Letting each individual serve in a role that is easy
    C. Breaking the lines of communication
    D. Developing group standards of "everyone participate."

45. Which of the following causes for failure to accept responsibility can be solved easiest?
    A. Members may not know what is expected of them
    B. Members or leaders may feel insecure
    C. Members or leaders may have more important things to do
    D. Members may not be interested.

46. T F Committees can do most of the work of the chapter if they are well selected and their responsibilities are explained.

47. T F A committee accomplishes only two goals
    (1) It involves more members in chapter activities
    (2) More is accomplished by the chapter

48. T F A standing committee takes care of special projects or activities

49. T F A committee does all the organization and all the work on a project.

50. T F A standing committee is responsible only for the officer elections

51. Which of the following are important questions in selecting the correct members for a committee?
    A. Which members have the skill or knowledge required?
    B. Which members does the chairman want?
    C. Which members are the most interested?
    D. All of the above

52. A good committee member
    A. Volunteers for every task
    B. Gets irritated if things don't go his way
    C. Completes all jobs and responsibilities given to him

53. The committee chairman's primary responsibility is to:
    A. Do all the work
    B. Control the committee's meeting
    C. Provide leadership for the committee

54. Which of the following is a type of communication
    A. Listening
    B. Non-verbal
    C. Speaking
    D. All of the above

55. In presenting a group report you should <u>not</u>
    A. Organize the report
    B. Speak loudly and clearly
    C. Memorize the report
    D. Use visual aids

56. In presenting a committee report one member elaborated at great length concerning a rather complicated problem the committee had encountered. But when the member had finished, the chairperson had to ask who was involved and when the problem had occurred. Which of the following commandments of good communication was (were disobeyed?
    A. Be brief
    B. Be ethical
    C. Make your message interesting
    D. Illustrate points

57. Writing can be used to
    A. Inform
    B. Entertain
    C. Impress
    D. All of the above

58. Which part of the speech is meant to define terms?
    A. The introduction
    B. The discussion
    C. The conclusion

59. T F An organization should have a written set of rules and policies to follow and enforce

60. T F General policies and rules should be relevant and meaningfun to your specific group, locale, and your school's policies.

61. T F There is no exact group of rules to follow when solving a particular conflict situation

62. Who should develop and write the rules and general policies under which your group should function?
    A. Your advisor
    B. A specially appointed committee
    C. National officers of your organization
    D. All of the above

63. When your group has a written set of rules and policies, it is very important that
    A. All members follow and obey the rules and policies
    B. Officers and advisors be exempt from following the rules and policies
    C. Members who cannot follow the group's rules and policies must be disciplines
    D. Only A and C

64. A good example of a general policy of an organization is to:
    A. Allow members to continually miss meetings without a reasonable excuse
    B. Use correct parliamentary procedure when discussing suggestions or problems
    C. Elect officers on a popularity basis
    D. B and C

65. If your group has a problem of some nature, the first step in solving it is to
    A. Bring the problem before the whole group and discuss it
    B. Officers of the group should meet and discuss the problem and possible solutions
    C. Assign the problem to a committee and let them solve the problem.

66. T F A conflict situation can be a learning experience for all members involved

67. Which of the following are outcomes of leadership
    A. Goal development
    B. Cooperation
    C. Group cohesiveness
    D. All of the above

68. Your group has the greatest potential for leadership in
    A. Individual citizenship
    B. National citizenship
    C. Community citizenship
    D. Family citizenship

Appendix D

Teacher Name _____

TEACHER RATINGS OF STUDENT LEADERSHIP

We would appreciate your informal judgments concerning the leadership ability of your students. The information that you provide will remain confidential.

We ask that you begin by listing the names of your students on the lines below. Next to the spaces set aside for student names are five columns. Each column pertains to one of the questions A through E. We'd like you to read each of the following five questions and place an "x" next to the name of each student who often displays the leadership behavior described by each question. There is no limit to the number of student names you may check for a particular item. The five items are:

A. When this student suggests an idea, the other class members usually agree.
B. This student is good at initiating or starting a group activity.
C. This student is a class leader.
D. This student likes to choose members for a team.
E. This student likes to be the spokesman for a group.

Student Name	A	B	C	D	E
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					

Appendix E

IDEAL LEADER BEHAVIOR
(What You Expect of Your Leader)

Developed by Staff members of
The Ohio State Leadership Studies

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DIRECTIONS:

a. READ each item carefully.

b. THINK about how frequently the leader *SHOULD* engage in the behavior described by the item.

c. DECIDE whether he *SHOULD* always, often, occasionally, seldom or never act as described by the item.

d. DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.

A — Always
B — Often
C — Occasionally
D — Seldom
E — Never

What the IDEAL leader SHOULD do:

1. Do personal favors for group members.....	A	B	C	D	E
2. Make his attitudes clear to the group.....	A	B	C	D	E
3. Do little things to make it pleasant to be a member of the group.....	A	B	C	D	E
4. Try out his new ideas with the group.....	A	B	C	D	E
5. Act as the real leader of the group.....	A	B	C	D	E
6. Be easy to understand.....	A	B	C	D	E
7. Rule with an iron hand.....	A	B	C	D	E
8. Find time to listen to group members.....	A	B	C	D	E
9. Criticize poor work.....	A	B	C	D	E
10. Give advance notice of changes.....	A	B	C	D	E
11. Speak in a manner not to be questioned.....	A	B	C	D	E
12. Keep to himself.....	A	B	C	D	E
13. Look out for the personal welfare of individual group members.....	A	B	C	D	E
14. Assign group members to particular tasks.....	A	B	C	D	E
15. Be the spokesman of the group.....	A	B	C	D	E

16. Schedule the work to be done..... A B C D E

17. Maintain definite standards of performance..... A B C D E

18. Refuse to explain his actions..... A B C D E

19. Keep the group informed..... A B C D E

20. Act without consulting the group..... A B C D E

21. Back up the members in their actions..... A B C D E

22. Emphasize the meeting of deadlines..... A B C D E

23. Treat all group members as his equals..... A B C D E

24. Encourage the use of uniform procedures..... A B C D E

25. Get what he asks for from his superiors..... A B C D E

26. Be willing to make changes..... A B C D E

27. Make sure that his part in the organization is understood by group members..... A B C D E

28. Be friendly and approachable..... A B C D E

29. Ask that group members follow standard rules and regulations..... A B C D E

30. Fail to take necessary action..... A B C D E

31. Make group members feel at ease when talking with them..... A B C D E

32. Let group members know what is expected of them..... A B C D E

33. Speak as the representative of the group..... A B C D E

34. Put suggestions made by the group into operation..... A B C D E

35. See to it that group members are working up to capacity..... A B C D E

36. Let other people take away his leadership in the group..... A B C D E

37. Get his superiors to act for the welfare of the group members..... A B C D E

38. Get group approval in important matters before going ahead..... A B C D E

39. See to it that the work of group members is coordinated..... A B C D E

40. Keep the group working together as a team..... A B C D E